

LESSON 1: 12,000 Years: A Passamaquoddy Timeline

OBJECTIVES:

- To investigate selected cultural changes and historical events of the Passamaquoddy Tribe.
- To understand the concept of scale and apply it by designing, creating and interpreting a timeline for the Passamaquoddy Tribe.
- To compare the timeframe of the Passamaquoddy Tribe's existence with other historical timeframes.

ALIGNMENT WITH THE MAINE STATE LEARNING RESULTS:

HISTORY:

Chronology

1. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.
2. Trace simultaneous events in various parts of the world during a specific era.

MATHEMATICS:

Measurement

1. Demonstrate the structure and use of systems of measurement.

OVERVIEW:

Students will design a timeline to scale incorporating important events from world and Passamaquoddy history. After initial construction of a timeline and the placement of selected increments and events, students will continue to place events relevant to the subject matter covered in subsequent lessons throughout the use of this kit.



TIME REQUIRED: 1 hour

MATERIALS:

- *Conversions* reproducible worksheet
- *Creating a Timeline* reproducible worksheet
- *Timeline Template* reproducible worksheets
 - *Timeline Template #1* – Consists of the title page and the point for 12,000 years ago
 - *Timeline Template #2* – Consists of the sheet marked with two dark lines
 - *Timeline Template #3* – Consists of the sheet containing the dates 1500 AD and 2000 AD
- *Teacher's Guide to Measurements and Dates*

VOCABULARY

Scale

A proportion between two sets of dimensions.

Metric System

A system of weights and measures based on a unit of length, called the meter, and a unit of mass, called the kilogram.

Centimeter

A unit of measurement equal to one hundredth of a meter.

Millimeter

A unit of measurement equal to one thousandth of a meter.

- *Answer Key to Conversions Worksheet* (for Teachers)
- *Teacher's Guide to Contact Period*
- Sample Timeline for reference
- Pencils, pens or crayons
- Ruler (with metric system), one per student
- Tape (clear)
- Calculator (optional)

PREPARATION:

1. *Timeline Template* reproducible worksheets:
 - a) Make copies of the *Timeline Templates* described above. You will need one copy of *Timeline Template #1*, five copies of *Timeline Template #2*, and one copy of *Timeline Template #3* for each student.
 - b) Use a paper cutter to cut the worksheet along the center dotted line. If you have time, you may choose to have the students use scissors to cut their own timeline sheets. Create enough **half-sheets** of paper so that each student has:
 - 1 title page and 1 sheet with the point marked 12,000 years ago (*from Timeline Template #1*)
 - 10 sheets marked with a dark center line (*from Timeline Template #2*)
 - 1 sheet marked with 1500 AD and 1 sheet marked with 2000 AD (*from Timeline Template #3*)
2. *Conversions* reproducible worksheet: Make enough copies of the *Conversions* worksheet for each student to have one.
3. *Creating a Timeline* reproducible worksheet: Make enough copies of the *Creating a Timeline* worksheet for each student to have one.
4. Create a system to provide students with tape, markers, colored pencils, etc. during the activity. You may choose to set up stations or stick small pieces of tape along the edge of the students' desks.

Students will discover the major events that shaped Passamaquoddy communities, the changes they have undergone, and the details of Passamaquoddy life today, by constructing a timeline of their history.

INTRODUCTION:

The Passamaquoddy Tribe has lived in Maine since before recorded history. During the last 12,000 years, the Passamaquoddy and their ancestors have experienced dramatic changes not only culturally, but ecologically and geologically. The adaptations by the Passamaquoddy to these changes can be witnessed through political, social, cultural and technological shifts. Students will discover the major events that shaped Passamaquoddy communities, the changes they have undergone, and the details of Passamaquoddy life today, by constructing a timeline of their history.

The metric system is utilized in this activity to locate and place dates and events to scale on the timeline. Students should be familiar with centimeters and millimeters found on most rulers. These units are based on their length relative to a meter (1 meter = 100 centimeters = 1000 millimeters). For this exercise, it is important to know that there are 10 millimeters in each centimeter. If students are familiar with decimal points, they will quickly realize that converting between centimeters and millimeters is just a matter of moving the decimal point one place (135 mm = 13.5 cm). Although most commonly used in science and mathematics in the United States, the metric system is the standard system of measurement in most parts of the world.

PROCEDURE:

1. Review the metric system (centimeters and millimeters) and the concept of scale with students. Explain to students that a time scale is analogous to a distance scale used on a map.

Teacher's Choice: Depending on the skill level of your students, you may choose to:

- a) Allow the students to make the conversions and measurements for the dates and events used throughout the kit. Once students familiarize themselves with the metric system and sample conversions, finding and plotting the timeline dates to scale should readily come to them. If you choose this process, please proceed to step 2.
 - or**
 - b) Provide the students with the necessary measurements used throughout this activity and future activities. This allows the students to focus on measuring and plotting. The conversions and measurements for each event and date used throughout the kit can be found in the *Teacher's Guide to Dates and Measurements* at the end of this activity. If you choose this approach, please proceed to step 3.
2. Practice some conversions as a class. Distribute the *Conversions* worksheet and have students practice additional conversions. After students become comfortable with conversions, proceed to step 3.
 3. Distribute one *Creating a Timeline* worksheet to each student, and direct him or her to complete the activity as described.
 - a) Provide each student with the following half-sheets:
 - 1 title page and 1 sheet containing the point for 12,000 years ago
(from *Timeline Template #1*)
 - 10 sheets marked with a dark center line (from *Timeline Template #2*)
 - 1 sheet marked with 1500 AD and 1 sheet marked with 2000 AD
(from *Timeline Template #3*)
 - b) Lead the students through the *Creating a Timeline* worksheet.

IMPORTANT

It is important to note that the Pre-Contact scale is **1 millimeter = 4 years** for events occurring **before 1500 AD** and the Contact Scale is **1 millimeter = 1 year** for those events occurring **after 1500 AD**. Boxes have been connected to the timeline for the students to record events occurring after 1492 AD.

When recording events on the timeline, it may be necessary for students to shorten the wording for an event to fit them into their designated areas.

- c) It is recommended to wait and have the students design the title page of the timeline after completing the activities in the kit. This will provide students with a more accurate representation of Passamaquoddy culture to include on the cover. You may choose to have students include one element from each activity once the activity is completed.

WRAP UP:

As students begin to explore the different aspects of Passamaquoddy existence over the last 12,000 years, they will notice the dramatic changes and events that have shaped the Passamaquoddy culture. It should become apparent that a great deal more is known after contact with the Europeans than in other periods. Additional information, dates and events relevant to the subject matter covered in subsequent unit activities will be added to the timeline at the end of each activity. If available time at the close of an activity is an issue, these dates could be assigned as homework. Upon completion of all of the activities, students should use colored pencils or crayons to design the title page of their Timeline. Elements from each activity should be incorporated into the design. By the end of the kit, the students will have a detailed collection of Passamaquoddy events and practices traced through history.

EXTENSIONS:

Classroom Connection

Teachers may choose to add events from other subject areas or Social Studies units to the timeline. This could weave seemingly unrelated material together, create multidisciplinary connections, and relate Passamaquoddy historical events with other world events and lessons.

Supplemental Dates

Additional events and corresponding dates can be found on page B-53 in The Wabanakis of Maine and the Maritimes Activity Guide. Selected information may be used in addition to the dates listed at the close of each activity or end of the kit.

The World Around Us

In future activities, dates and events will be recorded on the timeline. Have the students select a specific Passamaquoddy event and date. Find and describe three other world events that occurred at the same time as the selected event.